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Should you be a  
**Social Worker?**

**fifth**

**special issue**

**Recruitment**

**for**

**Social Work  
Education**

**and**

**Practice**

COUNCIL ON SOCIAL WORK EDUCATION  
345 EAST 46th STREET, NEW YORK 17, N. Y.

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COUNCIL ON SOCIAL WORK EDUCATION  
 345 EAST 40th STREET, NEW YORK 17, N. Y.

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*Cover design from New York Life Insurance pamphlet is  
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## CAREER PAMPHLET AROUSES WIDE INTEREST

Russell W. Ballard, Director of Hull-House, Chicago, has become Mr. Social Worker to hundreds of thousands of students, parents and other readers of the New York Life Insurance Company pamphlet "Should You Be A Social Worker?" The pamphlet is a reprint from the Company's two page public service article which first appeared in July 1958 in the SATURDAY EVENING POST, LADIES HOME JOURNAL, LIFE and SCHOLASTIC MAGAZINE. Social work is one of 35 in this series on career opportunities for youth. Despite the fact that the Company considers this reprint fairly new, over 360,000 copies already have been distributed to all sections of the United States and Canada and requests are still pouring in. The pamphlet is available from the

New York Life Insurance Company  
51 Madison Avenue  
New York 10, N. Y.  
Attn. Mr. Cooper

Board and committee members of social agencies have expressed their appreciation to the New York Life Insurance Company for the realistic interpretation of social work as a profession as seen through the eyes of Mr. Ballard. Thousands of letters from students and parents testify to the interest that has been aroused in social work as a career through this article.

From Alaska to Youngstown, from every province in Canada, from as remote a place as Zanzibar letters reach the Council office for more information about opportunities in social work as a career.

Here are comments taken from a few of these letters which were inspired by the pamphlet:

A mother is stimulated by Mr. Ballard's article in LIFE Magazine to learn more about social work as a career: "Having read with keen interest your enlightening, enthusiastic article, I am taking the liberty of writing you personally for further information. Our son, touring Europe between his junior and senior years, seems to us especially suited for, and has manifested great interest in, social work as his life work. . . . You could not imagine how reassuring your thoughts expressed in your article were because we as parents were concerned when our son transferred his interest from the profession he was considering to social work. I must confess now that our concern stemmed from ignorance about the scope of social service. May I say in justification of my letter that it is for *our* education that we wish to know where to go for further information, *not* to impose it on our son who must, of course, learn for himself."

A Navy officer who will be released from duty in July 1960 writes: "I would like to find out all that I can about the field of social work now so that my plans might be a bit better formulated by that date. Primarily, I should say that I am interested in the high school age level youngster. I am wondering, for instance, if there isn't a school somewhere set up for the poorly socially oriented youngster who is at the same time in possession of great potential. This field is interesting to me, though I know essentially very little about it or any other branch of social work."

A senior high school boy from Kansas: "For the past two years I have had a strong interest in social work. Many people have told me that I will never make any

money doing social work, but making money is not my main objective. If I can attain a certain amount of financial security and a feeling of having helped a few people out I know I will be happy."

A tenth grade student from Vancouver (Canada) reports that, "For the past few years I have devoted all my spare time working as an active leader in two youth clubs. Last summer I was a counselor at a summer camp. Next summer I am going to attend a leadership training camp on scholarship in the East. I have considered very carefully the various occupations I might choose. I have not been able to pinpoint the exact one I am interested in, but I have an idea that I would like to be a recreational director or a youth activities director. The job should have opportunities for advancement and should not be routine."

In a letter to Mr. Ballard, a housewife from New York State writes: "It occurs to me you might like to hear that on the strength of your recent article on social work, which appeared in 'Life,' I have gone back to work! I am a trained and experienced social worker — but have had little time in the past ten years to do much more than Board membership in this community. I read and then re-read your inspiring story of social work — and it truly moved me, into applying for a job, which begins later this month. I want to thank you for the article. It made me *proud* to be a social worker."

Interest in a summer work experience is expressed by a sophomore college student from Alabama. "I plan to go into some type of social work but I would like more information. At the present time I am planning a double major in sociology and psychology. I'm especially interested in psychiatric social work. I would also appreciate general information about medical social work and settlement house work. Might I obtain summer work at a neighborhood house or settlement house?"

A California college man in his senior year writes: "I am most intent on becoming a professionally educated Community Organization worker. This is after six months of volunteer work in the Valley Coordinating Council, a local council of the project in . . . County, California. This is the most challenging, intriguing and satisfying work that I have ever done!"

A high school senior girl in a small Illinois city presents the perennial problem of communities having a dearth of material: "I am interested in social work and I was wondering if you could send me some pamphlets. The information at my school is quite out-of-date and cannot be useful."

An Air Force Lieutenant stationed overseas says: "I am very interested in social work as a possible career after I am released from the United States Air Force. I would appreciate it very much if you would send me any information that would give me an insight into social work as a career."

Comments from these letters provide a number of clues to recruitment workers in finding ways to broaden the interest and knowledge of parents and students in social work as a professional career.

The Council appreciates the visibility afforded to the social work profession by the New York Life Insurance Company through this public service effort.

## THE FASCINATION OF FIGURES

### Highlights of the Current

#### Statistics on Social Work Education

Have you ever watched a group of businessmen following with rapt attention the changing numbers on the stock exchange ticker? The emotional intensity with which this is done? These are no dry as dust numbers. Rather they represent a lively index of the state of business and industry, and profit and loss. When certain numbers go down, some spectators are plunged into the gloom of despair. When other numbers go up, there is jubilant rejoicing.

So, too, it is with the figures collected every year by the Council that represent the current *Statistics on Social Work Education*.<sup>\*</sup> It is no stock ticker. Even though these figures are in the form of staid tables they are just as exciting, just as fascinating, just as meaningful in their import for the state of health of social work educational institutions.

The Council is asked each year by deans of schools, faculty members, admissions officers, foundation officials, and agency executives, pertinent and searching questions such as the following:

"Did we enroll more or fewer students this year?"

"Are any new schools accredited?"

"Have faculty salaries improved?"

"Is there more scholarship money available?"

"Are tuition fees going up?"

"Do we have enough field placements for our students?"

Answers to these questions represent a reliable index of the development of the profession.

The figures this year revealed highly significant facts and trends.

The 1958-59 academic year witnessed the highest enrollment ever attained by the accredited schools of social work in the United States and Canada, as seen in the accompanying news story on this page.

With regard to scholarships, a Council study directed by David French in 1957, "Personnel Entering Social Work Employment from Schools of Social Work, 1957" indicated that 80% of the full-time students were receiving some form of financial aid. Current statistics confirm this finding. As many as 3,924 students or 79% are receiving some form of financial aid. These students receive 4,421 awards, some students receiving funds from more than one source. Of these awards 2,772 come from public funds, 1,145 from private funds, and 504 from school funds. The Council did not request information on the amount of money granted to the students. The French study previously cited indicated that there was at least 4 million dollars expended for scholarship purposes. Inasmuch as there are no comprehensive figures on the total cost of social work education, it is difficult to gauge what percentage of the total this amount represents.

The number of students who are studying beyond their second year in either a third year program or on the doctoral level, continues to increase. There are 124

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## RECORD ENROLLMENT

### SPURS RECRUITMENT EFFORTS

One of the most encouraging facts revealed in the Council's recently published report, *Statistics on Social Work Education*, is that enrollment for the academic year 1958-59 has reached 4,942—the highest ever achieved by the accredited graduate schools. The highest previous enrollment was 8 years ago, in 1950. Enrollment fell from that point in every year until 1954, when the trend was finally reversed. The last four year period (1954-58) has shown an increase in student population each year and culminating in this year's record enrollment.

Since 1954 the total increase in enrollment in all the schools is 1,479 students. Included in this figure are 223 students who represent the combined enrollment in the four new schools accredited during this period: Rutgers, Hunter, Syracuse, and New York University. The increased enrollment, therefore, is not related entirely to the establishment of new schools. One accredited school, South Carolina, was discontinued during this same period. The current record enrollment is significant since it took place during a period when a lower number of students were receiving the bachelor's degree. Inasmuch as tuition was raised for the academic year 1958-59 in 25 of the graduate schools, the increased enrollment is all the more noteworthy.

It is undoubtedly more than coincidence that at the same time the Council accelerated its recruitment program, there was an increase in school enrollment. This is an indicator that, had the field sat by idly and passively, enrollment would have continued to fall. In the past five years, with Council stimulation, many schools, agencies and individuals have developed specific and imaginative recruitment programs—the results of which are reflected in the schools' enrollment figures.

While it is encouraging that recruitment efforts are showing positive results, the rate of increase provides no cause for complacency. The needs of the social work field on the current scene are still many times in excess of the available supply of qualified staff. With the ever increasing population rates, social work personnel needs are becoming extremely critical. Every community must take responsibility to improve the public's attitudes toward a career in social work and to provide information and stimulation to men and women who are potential candidates for this field.

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<sup>\*</sup>Statistics on Social Work Education, Council on Social Work Education, 1958.



## EFFECTIVE RECRUITMENT PROGRAMS HIGHLIGHTED

### Staff and Financial Support Produce Results

CLEVELAND, OHIO, MRS. D. REYNOLD GAIRING,  
REPORTING:

Major programs are under way.

**Junior League Cooperation** The Junior League of Cleveland, which gives us a small grant of money for operation, also supplies hand-picked volunteers. The art group in the League has designed a folder for holding recruitment material. This folder has been delivered with personal visits by a group of trained volunteers who visit libraries and placement counselors, and explain the material. These visits have been well received and have resulted in talks in areas where we haven't been before. The volunteers do not try to take the place of the social worker who would make a talk to groups, but actually expressed a citizen's interest in this career.

**Summer Camp Visits** The visits to the summer camps in this area by a team of social workers was enthusiastically received by the camp directors and counselors last year. This will be expanded during the summer of 1959.

**Summer Work Experience** We are planning for the fourth summer work experience in social work. This has been found to be very valuable.

**Rotary Club Cooperation** One of our effective projects were visits by chartered bus to social agencies throughout the city by high school students. This first-hand experience provided factual information as well as an opportunity for emotional identification for these young students with the program and purpose of the social agencies.

**Radio and TV** Effective use has been made periodically of interviews, talks, panel participation of professional and lay people on radio and TV programs.

MONTREAL, CANADA, PROF. J. B. LIGHTMAN,  
REPORTING:

**Purposes** The Ann and Harry Bronfman Fund for Social Work Education and Training was set up early in 1956 as a pilot project for a few years duration. Its purpose has been that of acting as an agency for the interpretation of social work as a profession and for the recruitment of those inclined toward a career in a human service profession, to the schools of social work in the Montreal area, in order, ultimately, to help meet the professional personnel needs of our local agencies. The Board of the Fund consists of representatives of the four federations in Montreal, namely: the Protestant, Jewish, English speaking Catholic and the French speaking Catholic, as well as the directors of the two local schools of social work; that is, the one at McGill University and the French speaking one at the University of Montreal.

**Scholarships** While we ourselves do not offer scholarship funds, we do have a service that looks toward locating funds that are made available either

by a government, foundation, university, organization, agency or individual as grants-in-aid for purposes of study which could or do, in fact, include the field of social work. We counsel with prospective students and others making enquiry, and use the good offices of editorial writers, reporters and radio commentators as media of interpretation.

**Visits to high schools and colleges** One of our larger projects consists of sending professional social workers, who volunteer their time, to the upper classes of the high schools and the colleges where they address students on Social Work as a Career, distribute literature, answer questions, stimulate discussion, show films on social work where the opportunity permits, and arrange for visits by students to key agencies when a desire for such visits is expressed. This has proved quite satisfying and with some interesting results. Last year alone, 18 social workers addressed 1,097 students (and parents) in 20 schools (15 student and 5 adult groups).

**Summer efforts** To supplement this effort, we have a program in the summertime which makes it possible for social workers, again volunteering their time, to address the counselors and counselors-in-training in the urban and country camps in the Montreal area. This last summer alone 33 social workers addressed 939 counselors in 46 camps where pertinent literature was left, the chart on "Careers" furnished by the Council on Social Work Education was posted in the office or recreation hall of the camps, and arrangements with the director or head counselor in each camp was made for follow-up, in terms of discussion, answering inquiries, putting interested counselors in touch with us.

**Increased registration** We have already noted an increased number of registrants from the Montreal area this last year in our local schools of social work in a proportion far greater than had been the case in prior years. With respect to all these efforts, we have the close cooperation of the Montreal schools of social work, both English speaking and French speaking, and of the Montreal branches of the Canadian Association of Social Workers, the counterpart in Canada of the National Association of Social Workers in the United States.

**Publications** Among our publications have been: *Possible Sources of Financial Assistance for the Study of Social Work in Montreal*; *Social Work: A Practicing Profession in the Field of Human Relations*; *A Progress Report, November 15, 1957*; reports on *Social Work Career Service Talks Delivered at High Schools, Colleges, Universities and to Some Related Organizations In and Around Montreal*; reports on *Social Work Career Service Talks in the Urban and Country Camps in the Montreal Area*; a *Summary of Workshop on Recruitment Conducted at the Canadian Conference on Social Work, Montreal, June, 1958*, which reflects meaningful discussion with representatives from all parts of Canada and for the organization of which the

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Ann and Harry Bronfman Fund had been asked to take the responsibility in connection with, and as forming part of, the biennial Canadian Conference on Social Work that was last held in Montreal. A publication in French, issued by the Ann and Harry Bronfman Fund, was *Serv-ice Social: Une Vie, Une Carriere, Une Profession*. This was written under our auspices specifically to meet the needs of the French-Canadian community. To our knowledge, it marks the first originally written social work interpretation pamphlet, in the French language, in the field of recruitment in Canada. Inquiries are received for copies from various parts of Quebec where it is recognized that, preliminary to recruitment, there must first be interpretation.

With respect to the over-all program of interpretation and recruitment, the Ann and Harry Bronfman Fund has likewise been cooperating with the newly organized national Canadian Council on Education and Personnel for the Social Services.

#### CINCINNATI, OHIO, MRS. RICHARD GOLDSMITH, REPORTING:

New Director We have hired a permanent Director, Margaret Davis, who arrived February 1 and is in the process of acquainting herself with the city and our organization.

Summer Experience We have begun to organize a program of summer work experience for college juniors and seniors interested in a social work career. Students in the Cincinnati area who are interested in such an experience were contacted through their college vocational bureaus. A meeting was held during the holidays to acquaint these students with some of the opportunities for summer jobs and to discuss the field of social work in general. Approximately 15 students attended this meeting, as well as some people interested in opportunities for graduate study. Many students, who were unable to attend the meeting, have expressed interest in the program, either by letter or by returning a job application form.

Job description blanks have been sent to various agencies in the city and 7 agencies have already replied, indicating that they have openings for from one to 26 students each.

Workshop Some 30 individuals, representing local colleges, schools of social work, local agencies, attended a workshop in November 1958, led by Alex Rosen of the CSWE, on the respective responsibilities of these various groups in establishing a summer work experience program for college students.

#### NEW YORK CITY, MRS. BETTY H. ANDERSEN, REPORTING:

Some major program efforts now under way:

Scholarships Meeting on fellowships and scholarship for the graduate study of social work for June 1959 college graduates and untrained persons who are beginning jobs was attended by over 100 individuals.

College Students Field experience for undergraduate students. This project has doubled this year. There are 38 students from 8 local colleges assigned to 19 social casework and social group work agencies for field experiences.

"Decision" During the week of October 18, 1958, through cooperative work with the New York City NASW, medical social work section, the recruiting play, "Decision," was performed by the American Theatre Wing to approximately 800 college students in Nassau County, Westchester County and Brooklyn.

Interviews From October 15 through November 30, 1958 we interviewed 33 and corresponded with 235 potential recruits through our Advisory Center. The volume of this work increases steadily.

High Schools To reach high school age students our program in the schools continues primarily through the work of professional social workers who have interrupted their careers to devote time to their young families. The Career Course program is getting good response and is developing encouragingly.

Summer work experience for college students Recruitment efforts which are most productive are the field experiences for undergraduates and the summer work experience program. They provide an opportunity for college students "to play the role" of a social worker. In addition, a central information service is valuable because it provides a centralized resource through which specific information about specific questions may be obtained.

New ideas or plans During the past year our cooperative work with other professional and community groups was productive, i.e. NASW, medical social work section re "Decision;" New York City medical social work section and United Hospital Fund Social Service Committee re increasing number of opportunities in medical settings for the summer experience program. We hope to develop more such opportunities. Three projects are shaping up: one with the Community Council of Greater New York, one with the Junior League of New York, the other with one of the local social agencies.

Direct approach to groups we want to reach seems most effective. Summer work experience program and field experience for undergraduate students produce quickest results in increasing number of students in schools of social work and in beginning jobs. Carefully planned meetings with those who affect career choices are productive as interpretation of the profession to parents and counselors.

#### BOSTON, MASSACHUSETTS, MRS. LEONA L. RISKIN, REPORTING:

College Relations Committee The work of our College Relations Committee is one of our major program efforts and has been most productive. We have attempted to develop a continuing relationship with key personnel in our local schools for the past two years. In several of the colleges we have used non-practicing social workers whose time is fairly flexible,

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# ORGANIZATIONS SPONSORING SUMMER WORK POSITIONS FOR COLLEGE STUDENTS

Editor's Note The following communities have on-going summer work programs for college students or have plans under way to establish them by the summer of 1959. Placement officers and guidance counselors will find this a useful list.

Individuals desiring specific information about any of these programs are urged to write directly to the sponsoring organization. The programs are obviously not identical with regard to salaries offered, duration, nature of job assignment, supervision, and so forth. As other communities develop similar programs, notification to the Council will insure complete information on summer opportunities.

## FOR INFORMATION WRITE TO:

Prof. J. B. Lightman, Director  
The Ann & Harry Bronfman Fund  
2075 Mansfield Street  
MONTREAL 2, CANADA

Carl Adams, Commissioner  
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John H. Winters, Commissioner of Public Welfare  
State Department of Public Welfare  
AUSTIN, TEXAS

W. Arthur Simpson, Commissioner  
State Department of Social Welfare  
MONTPELIER, VERMONT

## SOCIAL WORK RECRUITMENT AND THE PUBLIC IMAGE

by David Kantor

*EDITOR'S NOTE: The following material is a portion of a larger study, entitled *Inducing Preference for Mental Health Careers: An Appraisal of a Recruitment Technique*. The study was sponsored by the Social Work Careers Program of Massachusetts, Mrs. Leona L. Riskin, Director; and was made possible by a grant from Smith, Kline & French to the Psychiatric Social Work Section of the NASW, which made a portion of the grant available to the Massachusetts career program. The principal investigator and author of the study is David Kantor of Boston and research consultation was given by Dr. Edward Blacker, Research Analyst, both of the office of the Commissioner on Alcoholism, Commonwealth of Massachusetts.*

*The study evolved from the author's experience as a consultant to the Case Aide Program, which was thought to have striking potential as a recruitment tool for mental health professions, including social work.*

*Although the study is based on a small sample, the results are highly suggestive and provocative.*

*Great interest has been expressed in the "public image" as well as the "self-image" of the social worker. A condensation of the study is published here because of its contribution to a greater understanding of the relationship of these factors to recruitment to the social work profession.*

The data presented in the body of this report treated mental health recruitment in general, not social work recruitment alone. Most of the findings that were presented had important implications for social work, but two in particular are presented because they cut deep into the core of the recruitment problem. It was found that:

1. In general, it may be necessary for mental health professions, social work included, to re-evaluate to which student orientations they should try to appeal—professional, personal, and intellectual values, on the one hand, as against people, service, and idealistic orientations, on the other. The problem seemed to be less an "either," "or," proposition as one in which striking for a better balance was indicated.
2. Many values for recruitment to and education about the professions, social work especially, accrue from this (the case aide) type of experience in which participation in activities approximating those of the professional worker, and direct contact with the latter are crucial features. For example, visibility of workers in increased, professional models are supplied, and precise information about role functions is provided.

The acute personnel shortage problem which social work faces has both quantitative and qualitative aspects. It labors with discomforting ineffectiveness against psychology, psychiatry, teaching, the ministry, and other professions for the "type" of student who is needed to fill increasing personnel gaps. There hardly is any question that among college students social work does not fare well in competition with other careers requiring less preparation and offering higher salaries.

The desire people have to work in any occupation is determined by many factors including qualities within the seeker and perceived qualities or properties of the occupation that is sought. Among the latter, the prestige (the value or esteem) accorded the occupational role by society and the comprehension the public has for the activity, are often critical. These are the essential elements of public attitudes toward any occupational group

and dictate what they shall be. As the value and understandability are high or low, so, generally speaking, goes the public's attitude.

Before it can make any headway with its exasperating recruitment problem, social work must consider carefully the question of public attitudes. Unquestionably it is a profession which has several publics. Very likely, also, it is a profession which varies materially from group to group both as to prestige and comprehensibility. For example, a recent study showed that the public attitudes toward mental health professions are generally high.<sup>1</sup> Social work, moreover, was rated by this large adult sample about equal or slightly higher than clinical psychology and psychiatry on both a "value" and an "understandability" dimension. However, even when social work may be held in high esteem by some publics, this does not seem to hold for the student public in general. Or, if it does, something intervenes to prevent them from applying to schools of social work, at least in proportions that can be assumed to have the credentials and the cluster of interests that are suitable for work in the field.

The problem of improving the public image is not being neglected. Increased efforts are being made to give the public the most accurate understanding possible about the social work field and practicing social workers. These efforts are stimulated by public relations, informational, as well as recruitment objectives. Their success will depend in large part upon how effectively the desired public image is communicated but also on what is that desired public image. More information is needed about the self image of social workers, the attitudes held by different "publics" toward the functions they perform, and toward the people who carry out these functions.

The present paper is an attempt to examine the attitudes of one public—the college student public. Data for the paper derive from a series of items on the questionnaire completed by the 35 Harvard and Radcliffe students in the sample, directed at getting information on perceptions of the social worker held by these students and their attitudes toward careers in this field.

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<sup>1</sup>Nunnally, J., and J. M. Kittross, "Public Attitudes Toward Mental Health Professions," *The American Psychologist*, Vol. 13, No. 10, (October, 1958) 589-595. (This study referred to social workers in a psychiatric setting.) There is a tendency for status to accrue by virtue of the practice setting which could account for the high esteem rating recorded by social work.



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Attitudes information was mainly secured from three items:<sup>2</sup>

1. Students' estimates of their parents' preference for a career for them. (Rank order of ten careers)
2. Negative qualities about social work ("List three chief objections to a career in the field of social work."), and attitudes of friends toward social work, as perceived by the respondents.
3. Students' evaluation of social workers *before* and *after* the case aide experience.

We do not presume that the attitudes of the sample are representative of other college groups. If they differ appreciably, however, it is probably because they are more critical, generally speaking, and more so because critical impressions were sought. In fact, the value of these data may derive principally from having structured some of the items so that attitudes could be expressed straightforwardly. In this way we permitted students to state precisely those perceived negative features about the field which impede social work recruitment.<sup>3</sup>

#### A. Parents' Preferences

A person's judgments of his attitudes both positive and negative toward most things are determined not only by his own perception of the facts, but by what he believes to be the attitudes of important reference groups. The most influential reference group for most people is the family, in which our perceived attitudes of the parents are most significant.

Respondents were asked to put in rank order ten careers according to their best "estimates" of their *parents' preferences* for a career for them (the students). Table 1 presents a rank order average for the entire group and separate averages for men and women students. Using the rank order average (of each career) for the entire group as a constant, the careers are ar-

ranged into a preference hierarchy, one to ten. The table indicates how the students think their parents feel about each career.

Ranked "sixth" by the group as a whole, social work made a fair showing. Its (estimated parental) preference over business, government, and engineering is something of a surprise. That it rates below psychology and psychiatry, among others, is not too surprising, though its comparative showing against teaching, which was accorded relatively high status, is something to be noted. The most interesting findings are produced by considering separately the rank order averages of men and women.

Among the men, social work drops to "ninth" place, but teaching, though it too drops, remains ahead of social work (and government, and psychology). Turning to women, teaching, social work, and psychology, in the order given, are highly rated and preferred careers. On the other hand, the men students think their parents prefer medicine, psychiatry, law, business and engineering, in that order, with teaching a close competitor and still ahead of psychology. The high rating of psychiatry, second only to medicine on the hierarchical scale among the men, is not surprising. Even though psychiatry drops to "fifth" place as a parentally preferred career for women, it retains for women a position of prestige among the whole group of occupations, but significantly, it drops to last place for them in the hierarchy of the mental health occupational family.

Evidently, to summarize these data, social work has high social status with respect to careers for women, and the reverse with respect to men. As the students interpret the attitudes of their parents, it is more desirable for girls to go into social work than either into psychology or psychiatry. The parents of men would highly approve their going into psychiatry. Though it is "low man" among the mental health professions at both ends of the approval-disapproval scale, social work's general disapproval index for the group as a whole is not too great—only eight students out of 35 (22.9 per

(Continued on page 18)

Rank Order Average of Parents' Career Preference for the Respondents

| Career      | Both | Men | Women |
|-------------|------|-----|-------|
| Medicine    | 2.7  | 2.2 | 4.3   |
| Psychiatry  | 3.7  | 3.4 | 4.6   |
| Teaching    | 4.0  | 5.3 | 2.1   |
| Law         | 4.2  | 3.6 | 6.6   |
| Psychology  | 4.7  | 5.5 | 3.1   |
| SOCIAL WORK | 5.1  | 7.2 | 2.3   |
| Business    | 5.7  | 5.2 | 7.1   |
| Government  | 5.8  | 5.6 | 6.3   |
| Engineering | 6.3  | 5.2 | 9.4   |
| Clergy      | 8.9  | 8.9 | 8.9   |

(The lower the number the higher the career preference)

<sup>2</sup> Additional attitude information was obtained from the following items and sources: Students' estimates of parents' hierarchical ranking of four careers (medicine, social work, psychology, and psychiatry); data on types of previous contacts with social workers; perceptions of attractive and unattractive features of mental health careers in general; and personal interviews.

<sup>3</sup> By wording the item as we did, we asked them to be critical arbiters and, as such, were destined to get somewhat deprecatory judgments. We do not mean to imply that respondents did not have some notably positive attitudes both before and after they participated in the program. Frankly, we were less interested in these for the purposes of our study. Even so, we would note at this time that in their positive impressions, these respondents were vague, referring to the profession's idealism, for instance, but never giving specific examples of professional affluence, respecting the dedication of social workers, but implying always that personal resource deficiencies existed.

## Social Work Scholarships Recommended By National Labor Leader\*

There is an acute shortage of social workers now, and by 1960 we may be short 40,000. This is true in the light of the present enrollment of about 8,000<sup>1</sup> in graduate schools, the current vacancies totaling approximately 10,000 and the continuing expansion of welfare services.

In part, at least, this is a challenge to voluntary fund-raising agencies that finance our voluntary social services. In part, too, it is the responsibility of government for public welfare. All in all, however, it is the obligation of the total community to recognize the significance of social work in our changing society.

The extension of health and welfare services in areas of unmet needs such as mental health, alcoholism, geriatrics, rehabilitation, juvenile delinquency, and others are certainly frustrated in some measure by lack of an adequate corps of trained social workers, and the lack of such incentives as recognition, respect, and remuneration which will help to increase the number. There is a practical approach to this problem.

United funds and federated appeals in each community should include in their campaign goals an item earmarked for scholarships for deserving youngsters interested in social work—for both undergraduate and graduate work. It is important that high school students be reached.

This scholarship fund should be allocated to and administered by a representative group of community-minded citizens which should act as a citizens' committee of the Council of Social Agencies. This close contact with the practicing agencies would give the committee information about the need for more staff and the basis for establishing policies with regard to the agency's participation in the training program. Working in close cooperation with the local school system and with schools of social work through the National Council on Social Work Education, this citizens' committee on scholarship could interpret what the field offers the citizens at large and the professional advantages for potential students. At the same time it could bring back to the agencies the questions and problems posed by prospective recruits.

In this way the recruiting and training program could be developed to insure the greatest success.

If only 1% of the total annual contribution of approximately \$330,000,000 to chests and funds were allocated for this purpose, there would be about 3,300,000 available for scholarships from this source alone. This would be a beginning. There is no question but that the values accruing from a better understanding of social work and its importance in the age of automation would in the end result in improved services and would amply repay the community for these expenditures.

### The Plan

1. 1% of every chest and fund goal be earmarked for scholarships in social welfare.
2. The scholarship fund be allocated to and administered by a representative citizens' committee.
3. This is to be a committee of the Council of Social Agencies.

### The Purpose

1. To encourage young men and women to take up social work.
2. To raise the level of public understanding of the importance of social welfare in our society.
3. To stimulate community interest in the status of social workers and their contribution to a better community for all.

### TEACHING VACANCIES

A listing of Teaching Vacancies for the academic year 1959-60, as reported to the Council by the Deans and Directors of Graduate Schools and Heads of Undergraduate Departments, is now available upon request to the Council office.

### NATIONAL DEFENSE GRADUATE FELLOWSHIP PROGRAM

Are individuals preparing for teaching in schools of social work eligible for the newly established National Defense Graduate Fellowships?

Ernest F. Witte, Executive Director of the Council on Social Work Education, raised this question recently with the Office of Education of the Department of Health, Education, and Welfare.

Here is the reply as received over the signature of Lloyd E. Blauch, Acting U. S. Commissioner of Education.

Graduate programs in social work are eligible for support under this Title provided that they meet the requirements asked of all fields of study. The most important of these are that the program normally lead to college teaching; that the program lead to the Ph.D. or equivalent degree and finally, from the student's point of view, that the student have no more than one-half year of graduate work prior to entering the three-year fellowship. Any program that meets those criteria, among others, may be approved under Title IV.

The Council will keep the schools informed of the experiences of the various schools in applying for such National Defense Fellowships for their doctoral students.

\*Leo Perlis, "One Per Cent for Scholarships," *Labor-Welfare in Our Community*, Vol. 13, No. 2 (June, 1958) 3.

<sup>1</sup> Includes full and part-time.

## COMMUNITIES REPORT EXPERIENCE WITH SCHOLARSHIP PROGRAMS

A scholarship program on a community-wide basis is not just a new proposal for experimentation. A recent survey made by the United Community Funds and Councils of America reveals that there are approximately 20 communities with such programs already in operation or in the process of being established.

While the short-term objective in practically all the scholarship plans is to reduce the number of vacancies existing today, the long-range objective is to raise standards of professional persons in the agencies and to increase the effectiveness of health and welfare services in the total community. A third objective of one community is to appropriate scholarship funds to agencies approved by a graduate school or schools as a training center so that the agency may be able to have scholarship money available to fulfill its function.

These community scholarship programs are sponsored or financed by the community chest and administered by the health and welfare federation or council through a scholarship committee. Funds for the scholarship program are secured in different ways and from different sources. In several instances communities report that funds have been secured by the chest from local foundations, trusts, unions, and interested citizens. In others, the scholarship fund was started this way and then taken over by the chest which now allocates a specific amount each year for scholarships.

The Chest in Indianapolis and Marion County, for example, now allocate \$15,000 from the United Fund for scholarships. In several other communities the chest allocates a percentage of the total amount raised in any one year for scholarships and grants-in-aid. In others, such as Nashville, for example, a portion of the money recaptured from the personnel item in the budget of any agency and revoking to the United Fund general reserve is earmarked for scholarships. In Cleveland, where any agency budgeted by the Welfare Federation may include an item for scholarships in their budget, there is an agreement that any earmarked scholarship funds not claimed by a student assigned to that by August 15, revert to a central pool established by the Federation so that the funds can be made available to all agencies. Cleveland expends annually between \$30,000 to \$40,000 on scholarships.

## ACHIEVEMENT AWARDS OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH\*

Recently the Council received a small pamphlet listing by states the names of 1958-59 student winners of the NCTE achievement awards.

This document, in addition to listing the names of the winners and runners-up, information is given after each name, to the following two questions:

"For what occupation do you believe you want to prepare?" and

"If by magic you could live the entire life of any person (living or dead, real or fictional) whom would you choose?"

There are a goodly sprinkling among these English students, individuals who are interested in social work. It is even more interesting to note the strong identification with the idealists, the reformers in our society (past and present) of so many of these students. Eleanor Roosevelt was among the more popular individuals whose life many students would like to live. Albert Schweitzer and Abraham Lincoln were frequently named.

A study of the students who have expressed an interest in social work (or a related helping profession) and the states and cities where they received their education, would undoubtedly provide more knowledge of where to concentrate social work recruitment efforts.

## THE FASCINATION OF FIGURES Highlights of the Current Statistics on Social Work Education

(Continued from page 4)

such students in the American schools and 20 in the Canadian schools. American students were studying in 15 of the schools whereas the 20 Canadian students were all in one school.

It is noteworthy that there is an increasing number of foreign students studying in American schools. There were 42 students from Europe, 31 from Latin America, 18 from the Middle East, 10 from Africa, 2 from Australia, and 107 from the Far East. The total number of foreign students represent 4% of the total student body.

The number of students, in casework placements, represent almost 80% of the total full-time student body (3,976 students). There are 414 students in group work placements, 72 in community organization, 21 in administration, and 8 in research. Detailed information is summarized in two significant tables in the Council's publication, *Statistics on Social Work Education*, Table 9 and Table 10, which list by schools the field of practice in which students are taking field instruction.

The accredited schools have a total of 719 full-time faculty members. Among these 151 are full professors, 211 associate professors, 202 assistant professors, 47 instructors, and 39 lecturers. These figures indicate a slight increase in number over the previous year.

The median salary for full professors is \$9,250; associate professors, \$7,250; assistant professors, \$6,250. These salaries vary considerably from region to region, as well as from school to school. The Council publication cited has these salary figures in tabular form according to the required classification used by the Social Security Administration.

Tuition fees increased in 25 of the 62 schools—the remainder having no significant upswing.

In summary, it can be seen that the statistics cited indicate a growing social work educational institution. While the figures are not dramatically greater than in previous years, the trend over the past five years has been steadily upward. More students, more faculty members, somewhat higher faculty salaries, a greater number of scholarships confirm this trend.

\*1958-59 Competition. 704 South 6th Street, Champaign, Illinois.

# FACULTY SALARIES IN VARIOUS PROFESSIONS

There is currently a great deal of discussion about the level of faculty salaries of university teaching staff. College trustees, civic and intellectual leaders as well as citizen groups generally have called attention to the relationship of the level of faculty salaries and the ability of the educational institution to attract, interest and retain the most competent qualified individuals for a teaching career.

Social work faculty salary levels are roughly at mid-point among the professions noted here.

Mean salaries and number of deans and faculty members in selected professional and graduate schools for 10 months or less and more than 10 months service: 1958-59\*

| Rank and College            | 10 months or less |             | More than 10 months |             |
|-----------------------------|-------------------|-------------|---------------------|-------------|
|                             | No.               | Mean salary | No.                 | Mean salary |
| 1                           | 2                 | 3           | 4                   | 5           |
| <b>DEANS</b>                |                   |             |                     |             |
| Medicine                    |                   |             | 68                  | \$18,730    |
| Dentistry                   | 1                 | \$15,000    | 32                  | 15,950      |
| Veterinary medicine         |                   |             | 15                  | 14,560      |
| Pharmacy                    | 5                 | 10,800      | 52                  | 12,050      |
| Nursing                     | 4                 | 8,130       | 28                  | 9,760       |
| SOCIAL WORK                 | 4                 | 12,400      | 19                  | 12,300      |
| <b>PROFESSORS</b>           |                   |             |                     |             |
| Medicine: Clinical          | 122               | 13,630      | 772                 | 15,550      |
| Preclinical                 | 162               | 11,500      | 453                 | 12,790      |
| Dentistry                   | 47                | 9,630       | 178                 | 11,760      |
| Veterinary Medicine         | 17                | 9,220       | 155                 | 10,760      |
| Pharmacy                    | 89                | 8,690       | 39                  | 10,880      |
| Nursing                     | 8                 | 7,730       | 33                  | 8,020       |
| SOCIAL WORK                 | 36                | 9,330       | 18                  | 10,850      |
| <b>ASSOCIATE PROFESSORS</b> |                   |             |                     |             |
| Medicine: Clinical          | 104               | 10,840      | 687                 | 11,560      |
| Preclinical                 | 88                | 9,150       | 402                 | 9,340       |
| Dentistry                   | 33                | 7,730       | 140                 | 9,800       |
| Veterinary medicine         | 13                | 8,390       | 98                  | 9,000       |
| Pharmacy                    | 94                | 7,180       | 43                  | 8,390       |
| Nursing                     | 35                | 7,230       | 59                  | 7,210       |
| SOCIAL WORK                 | 73                | 7,460       | 20                  | 8,320       |
| <b>ASSISTANT PROFESSORS</b> |                   |             |                     |             |
| Medicine: Clinical          | 153               | 8,280       | 933                 | 9,470       |
| Preclinical                 | 117               | 7,290       | 505                 | 7,620       |
| Dentistry                   | 32                | 6,310       | 157                 | 7,980       |
| Veterinary medicine         | 12                | 6,320       | 113                 | 7,530       |
| Pharmacy                    | 100               | 6,390       | 52                  | 7,200       |
| Nursing                     | 85                | 5,870       | 151                 | 6,070       |
| SOCIAL WORK                 | 45                | 6,360       | 16                  | 7,410       |
| <b>INSTRUCTORS</b>          |                   |             |                     |             |
| Medicine: Clinical          | 87                | 6,590       | 803                 | 6,940       |
| Preclinical                 | 56                | 5,800       | 274                 | 6,190       |
| Dentistry                   | 31                | 4,600       | 160                 | 6,210       |
| Veterinary medicine         | 11                | 4,820       | 129                 | 6,330       |
| Pharmacy                    | 53                | 4,790       | 23                  | 5,160       |
| Nursing                     | 108               | 4,780       | 176                 | 5,040       |
| SOCIAL WORK                 | 8                 | 5,400       | 1                   | 5,200       |

\*Higher Education, Monthly publication of the U.S. Department of Health, Education, and Welfare, Office of Education, Higher Education Division, Vol. XV, No. 5 (Washington, D. C., January 1959), p. 87.



# WHY SOCIAL WORKERS RESIGN--A STUDY OF PERSONNEL TURNOVER

By William B. Tollen, Ph.D.  
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Department of Health, Education, and Welfare

**Editor's Note** The following is a brief summary of remarks made by Dr. William B. Tollen at a meeting of the Personnel Committee of the National Social Welfare Assembly, December 16, 1958. Dr. Tollen conducted this study with the cooperation of Martin Wolins, then of the Child Welfare League of America, Dr. Dorothy Beck and William McCurdy of the Family Service Association of America. The report of the study will be published in the summer of 1959 by the Children's Bureau. This study is significant for the light it sheds on the implications to recruitment strategy of the hiring of young women and for its identification of the factors that affect resignations of professional staff.

This study is a joint effort of three organizations, Child Welfare League of America, Family Service Association of America, and Children's Bureau, Department of Health, Education, and Welfare. Briefly, the study method was to examine the reason for each employee resignation during a one year period, April 1957 to April 1958. Information was secured from a confidential questionnaire prepared by the agency on each such resignation, and also by the employee. The response rate was high. Over 90% of the employees responded.

The basic question to the agency was the reason this particular employee left. To the employee the same question was asked, plus whether and where currently employed, and what would induce him to return to his former employer.

The three agencies (and their local member agencies) employed roughly 10,000 full-time employees in social work positions at the beginning of the study year. During the study year 2,000 left including 1,700 who resigned and 300 who retired or were separated for other reasons. In a sense this is only a sample in the field. However, for the voluntary family and children's fields, two-thirds of all such employees are working in the member agencies of the Family Service Association of America and the Child Welfare League of America. There was 100% coverage of the employees in public child welfare and related to the child welfare grant-in-aid program administered by the Children's Bureau.

The final report will be available in the summer of 1959, and will contain many comparisons between public and voluntary, family and children's agencies, caseworkers and supervisors, men and women, and so forth. This report highlights some of the significant findings as follows:

*Things being as they are, if social agencies continue to hire so many young women, they will scarcely be able to operate without an annual loss of about a fourth of*

*their staff; and if they do not hire young women, they will scarcely be able to operate at all.*

This is the dilemma and the crux of the problem. The dilemma can be avoided, 1) if we employ more men, which is at least possible, or 2) if we employ only those women who are not the marrying kind, will not have babies, and prefer a career to a husband, which is scarcely possible.

Of the 1,700 resignations, 41% were women who resigned for marriage, maternity, moving, or demands of the home, children or families. Of the 20 reasons for leaving which an employee could check, the above 4 reasons together accounted for more resignations of women than the other 16.

This study is basically one of the reasons for resignation. The gross turnover rates, which are only an incidental part of the study, were computed by an examination of a cohort group, the 10,000, as to age, sex, marital status—representing the total group of social workers working on one day, and how many of these resigned or left for other reasons.

At the beginning of the study women outnumbered men five to one (total universe). Women thirty years and younger were 28% of the total casework staff; men in all age groups were 15% of the casework staff. *Thus we see that the staff of younger women virtually encourages turnover. Irrespective of salary, employment opportunities, size of workload or supervisory exhilaration, turnover would occur because of the kind of people employed.*

If more men were on the staff the problem of turnover still would not be solved. The resignation rate of men is greater than for women, because, as the primary wage earners, the pressures on men to find new jobs in order to earn more money is greater than the pressure on women to resign for all reasons given. Twenty-five percent of the men caseworkers resigned (20% women); over-all, 20% of the men resigned, 17% of the women.

**Characteristics** At the beginning of the study, women of cohort group represented 83% of total staff; almost half of the total staff were married; 40% were single, and 12% widowed, divorced or separated. Fifty-five percent were in the age group of 30-49 years; 25% under 30 years; 20% over 49 years.

As to training for social work, slightly less than half, 48%, of total staff had two or more years of graduate social work training; 24% were partially trained; and 28% had no graduate social work training.

As to length of employment, one fifth of the total staff (and one fourth of the caseworkers) had been employed for less than one year; one third had been employed for less than two years.

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## WHY SOCIAL WORKERS RESIGN — A STUDY OF PERSONNEL TURNOVER

(Continued from page 13)

There are significant differences between the male and female employees; 41% of the women are married, 80% of the men; 52% of the women but 68% of the men were in the age group 30-49 years; less than one half of the women were fully trained compared to two thirds of the men.

**Resignation rate** Thus we see that more men than women have the qualities desirable for staff retention. More men are married, are in the age group 30-49 years and are fully qualified, yet their tenure is less and the turnover higher. Whereas, 15% of the trained women resigned, the resignation rate for trained men was 20%. Resignations of directors with training was about the same for both — 8%. In the supervisory staff, 9% of the trained women resigned, compared to 15% of the trained men. Thus we see that men are leaving at a greater rate than women.

The total resignation rate is 17% average for all employees in all agencies. When computations are broken down for some of the agencies, there are variations as high as 47% total separations, 38% resignations. In considering caseworkers, who represent two-thirds of the employees, the average was 25% separation, 21% resignation. For individual agencies a high of 70% separation with 33% resignation was found.

**Where do resigned employees go?** It is heartening to note that 46% of those resigning turned over within the profession, 10% were re-employed outside social work, and the remaining 44% (virtually all women) are not re-employed. Considering the first 56% (re-employed) — 82% remained in social work, 18% did not. Of the group not re-employed or re-employed outside social work, which numbered 850, 100 did not answer the questionnaire item concerning intent in the future, of the 750 who did, 33% intended to return to social work, 21% definitely did not (this included 12% who were not planning to return to any employment), and the remaining 46% were undecided about their return to social work. Many went into teaching, but not into schools of social work. Thus, 59% were *for*, 10% *against*, and 31% *neutral* concerning social work as a career. Of the 10,000 in the study, not more than 7% were definite or possible losses a year later. In general, we find the majority of resignees desiring to return to the field from which they resigned. The largest group interested in returning to a previous field was in public child welfare, with more in the family service field not wishing to return.

**Resignation rate** The resignation rate is highest in the lower age groups. The rate was 2% for persons over 59 years; 35%, under 25; 32%, under 30. *So we see that one-third of the young people (under 30) on the staff on any one day are not likely to be there one year hence.* This is a serious situation when one-fourth of the staff is under 30.

The younger, married and untrained workers are the most likely to leave.

**Reasons for Leaving** When the reasons given by men and women are tabulated together, they are misleading. Therefore they have been tabulated by sex.

The major basic reasons for women leaving are moving and maternity. These were irrespective of level of employment and amount of training.

The major basic reasons for men were better jobs, 50%; salary, 27%; opportunities for advancement, 11%. These three reasons account for 70% of all male resignations. If we add dissatisfaction with supervision, pursuit of education, and moving, we have 90% of the men's reasons.

**Correlation between agency and employees' replies** The agency and the employees' replies agreed in 60-70% of the cases — the obvious reasons such as marriage, moving and maternity. However, there was less agreement on reasons which are important in relation to working conditions. Agencies showed marked ignorance of unhappiness regarding supervision which was higher among women than men, and among professionally trained rather than untrained workers. There were more workers in the family service field who were dissatisfied with supervision. In addition, agencies and employees had little agreement on the degree of the fear of being fired as one of the reasons for leaving for a better job. On the latter, agencies rated it higher than employees. This study indicates that if we are trying to get the "truth" regarding turnover from agency records, we shall be sadly disappointed.

**"Better job" question** We know that some people leave jobs with no particular dissatisfaction in the natural course of professional experience. However, we also know that usually persons are reluctant to give the underlying reason. Therefore, an additional question, aimed "to smoke out" the real reason, was asked. The agency and the employee were asked to tell what reasonable measure by the agency could have retained the employee. Many who had listed "better job" as the major reason included considerable information about dissatisfaction with supervision.

The term "better job" did not include better salary. The study actually showed that some women left to take a lower salary but called the new employment a better job.

**Dissatisfaction with supervision** No direct correlation between age and dissatisfaction with supervision has been made. There is more dissatisfaction among the trained staff who are a bit older. It appears that those who receive the most supervision — in the voluntary agencies — who also know more about the supervisory process, because they are trained, have the greatest dissatisfaction because they believe they are getting too much. On the other hand, in the public agencies, dissatisfaction with supervision came primarily with the complaint that the worker could not get to the supervisor for help when he needed it.

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as well as practitioners who have a "flair" for recruitment. Activities have been varied, according to the needs of the school.

At one school, appointments with students are scheduled by the Placement Office of our College Relations Committee member who spends a day every two weeks on campus. She also works closely with the Volunteer Service Organization at the school and sets up programs for interpretation and demonstration purposes. At another school there has been emphasis on faculty "education" about social work which has resulted in many student referrals for consultation. In every school where we have been able to maintain this kind of contact we have seen increased enrollment at graduate schools and a better "climate" for our work.

**Return of the mothers** We have also been engaged in an effort to draw our non-practicing social workers, who left the field in order to raise their families, back into the field. Responses to our questionnaire show a pool of approximately 100 women who are able to return to part-time work immediately and another group who indicate that they will be ready in three to five years. The survey has created a great deal of excitement in our social work community. Already a group of these women have gone out and found jobs on their own and agencies have been requesting the names of possible candidates to fill staff vacancies. We are now at the point of analyzing the data on the questionnaires with the help of students at the Simmons College School of Social Work and our United Community Services Research Department to determine the needs of the group.

**Refresher course** We are planning a refresher course to be offered this spring as a joint project of our Boston schools of social work and are developing a file for the use of the agencies. We feel that it is most important to activate these qualified women who can help staff agencies that are losing staff members because of marriage, motherhood and moving when husbands change jobs.

**Summer work experience** Of course, we are still convinced that the best way to sell a good product is to get someone to try it, so we are putting a great deal of effort, as we have since our beginning, into our Summer Social Work Project. A good satisfying summer work experience in social work can solidify a career choice or create a new objective. This was emphasized by a telephone conversation with a professor from one of our well-known women's colleges who called to get information about schools of social work to insure his daughter's selection of a top-notch school. His comment, "I am so happy that she was in your program last summer. Before then she talked only of marriage, now she plans to get married and to train for a career which she will have for life."

**Cooperation with Medical Social Work** The Social Work Careers Program of Massachusetts is again acting as a pilot area in serving as a center for the activities of the first staff representative of the Medical Social Work Section's Recruitment program who will work as consultant in the New England States. This should mean an extension of knowledge of recruitment techniques which medical social work has shared

with the field since the beginning of our accelerated recruitment program, a very valuable contribution.

**Office consultation** We continue our work at high school career conferences and find an ever increasing use of our office consultation service by students and their parents, and the general public.

#### PITTSBURGH, PENNSYLVANIA, KATRINE NICKEL, REPORTING:

**TV Program** We had a mother-daughter team on a daytime women's TV show and have had interesting and, in some ways, surprising responses. Our objective was to reach married women with college degrees and college students home on vacation. The mother, who has been a caseworker in the Department of Public Assistance for 8 years, got her M.S.W. degree from the University of Pittsburgh in June and is now a supervisor. Her daughter, who is specializing in group work at Tulane, got her degree in June from the Liberal Arts College at Pittsburgh. We only had about 5 or 5-1/2 minutes but got across several points — why these people went into social work, one good but brief example of a family helped by casework service to function adequately without public assistance, and a brief description of the services of CAREERS IN SOCIAL WORK. The response has been most interesting. Not counting the adults with high school and 9th grade education who called, most of the other responses have been from men as well as women who have completed college, or have had two or three years college work.

**Public image** I believe with the cooperation of our local NASW's Committee on the Public Image of a Social Worker, we can come up with some carefully planned programs on our educational TV station.

**Bulletin** Our first bulletin will go out next week and will be sent to high school counselors, college advisors, agency executives and presidents, NASW executive board, and our recruitment panel. We hope to keep continuing interest in the program through the bulletin.

**Summer jobs** We are now moving ahead with plans for summer and have some of the same problems other Careers in Social Work services have had. The big problem for some agencies is financing, but the development of adequate jobs with good supervision, is also a stumbling block. We hope to do much more with volunteer jobs, especially for college freshmen and sophomores with no experience, and even for juniors who do not need remuneration.

**Interviews** One of the most valuable parts of our program is the interview with a practicing social worker in a given specialization. Many college students and some college graduates come in wanting jobs. The real problem is to determine whether there is sufficient basic service motivation that can be directed into the profession. Some of the interviewers have been extremely helpful in this aspect of the work.

To summarize, it appears that the most effective program will result from a combination of maintaining continuing contacts with high school, college, and youth

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leaders and some publicity to develop "leads" and an individualized service to these leads to help them explore their interest. This actually amounts to guidance counseling to some extent.

#### CHICAGO, ILLINOIS, MAXINE E. MILLER, REPORTING:

**First** Our program was activated July 1, 1958.  
**Organizing** We are still in the developmental stage.  
**Steps** An over-all Advisory Committee is soon to be formed with responsibility for the evaluation and continued promotion of the program. It is planned to have both lay and professional representation. In addition, there will be working subcommittees as needed. During this beginning period key agencies and individuals in the community have been approached to acquaint them with our program, obtain their ideas about recruitment and solicit their active support. Close working relationships have been established with the three local schools of social work, The Chicago Area Chapter of NASW as well as other appropriate groups and organizations in our community.

**Office** In the last few months I have talked with consultation some 23 individuals who came in the office either requesting career information about social work or wanting help in finding employment between their graduation from college and their entrance into a school of social work. Included in this group were two older women seeking to re-establish their careers in social work; one on a full-time basis and the other as a part-time employee. Apart from these individuals 15 college students, who are seeking information concerning our Summer Work program have been interviewed. Three-fourths of them have made formal application to be considered for summer placement.

**Essay** One interesting development in our community Contest is the Essay Contest being sponsored by the Women's Auxiliary of the United Charities of Chicago, because of their deep concern about the shortage of professional social workers. The contest is limited to high school students of some 17 Chicago area independent schools. The essays are to be submitted by Easter Sunday and are limited to 500 words on the subject, "How Does the Social Worker Help Your Community." The three prizes will be a \$50.00 Savings Bond, a \$25.00 bond, and \$10.00 in cash. One of the three contest judges is the chairman of the Chicago Area Chapter of the NASW.

A Fact Sheet has been prepared for each participating student and a kit of selected social work pamphlets as well as other reference material has been provided each school library. Students have been informed that area meetings can be arranged to answer any questions they may have about social work. Principals of each school have been seen by members of the committee and follow-up of the participating students is planned through their cooperation.

**NASW** Last year the Chicago NASW Chapter set cooperation up a Summer Work Program for College Students in which 31 students were placed in 24 public and voluntary agencies. By agreement, this program is now the responsibility of our Recruitment Program.

The NASW Chapter is concentrating on two areas this year as their part in the total recruitment effort, e.g. planning a speakers bureau and recruitment of the "mature woman." In both of these endeavors their committees will in essence function as working subcommittees of our total program.

**Speakers** The Committee on the Speakers Bureau will Bureau locate 6 to 10 people experienced in speaking who will serve as a pilot group for the development of a speakers bureau. I will assume responsibility for finding places for them to speak and for whatever formal training the group requires. They will help in evaluating procedures, methods and groups that are the most productive. Organizations such as the League of Women Voters and the Junior League have expressed an interest in recruitment and their help may be enlisted as appropriate in this phase of our program.

It is recognized that there are two major areas of exploration for the committee on the recruitment or re-recruitment of the "mature woman." 1) What do agencies need and what are the limitations. If former social workers are identified, is there a place for them in our local agencies? 2) Location of the "mature woman" for several purposes: to fill social work vacancies with full or part-time workers; as persons who might go into training or for refresher courses; serve in a volunteer capacity or possibly as speakers; and persons who need informational counseling in regard to social work opportunities.

**Needed** Subject, of course, to the approval of our Research Advisory Committee we are discussing tentative plans with the Research Department of the Welfare Council for the obtaining of certain information about social work vacancies in our community as an aid to program planning. It is hoped to include as part of this study specific questions which the NASW Committee will need to have answers for before they are ready to take any formal steps in attempting to locate the group of non-practicing social workers. Following tabulation of the information the NASW Committee plans to develop a questionnaire to be sent to former social workers. Whether or not the committee can do the job will depend upon the resources available to them. It is quite possible they will only be able to do a sampling this year in an effort to get some beginning experience usable in working toward extending the program into next year.

**Metered** Within the immediate future we hope to mail slogan complete the necessary arrangements to have a plate available for use on our metered mail stamp machine which will carry a recruitment slogan. Selection of the slogan is not final but we are thinking along the lines of: Choose Social Work—a Career of Opportunity. A preliminary survey has disclosed there are 15 or 20 and probably more social agencies and hospitals in our community which use metered mail. After the slogan has been used on our own correspondence we plan to enlist the support of the other agencies and to provide them with a plate for their use.

#### FLORIDA, MRS. MARTHA HORNE, REPORTING:

**Pioneer** We are the first State Department of Department Public Welfare to finance a long-range  
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recruitment project for the profession of social work with a full-time paid staff member and attendant expenses, and we believe that we are the first state to have a state-wide project staffed with paid personnel. We have aimed for total coverage in rural as well as urban communities. In some way or other we have reached every high school and junior high school in Florida.

**Spot TV** It is hard to single out which activity has been the most productive, but certainly we have had dramatic success with our spot television films. These have produced some mail practically every day for a year. We will make more of these just as soon as we fill our recruitment position. We are so much in favor of the development of these 20, 30 and 60 second films for distribution on a national basis. We distributed these films to every television station in Florida, and they were of sufficient quality that the stations were glad to run them. These presented a social worker in a positive way performing a social work function (very simple ones, of course) and pointed out the need for social workers. We have had response from the eighth grade on up to persons who were ready to come to work right now.

We believe that the enlistment of citizens with special skills and experience to contribute is another outstanding feature of our project. They have made invaluable suggestions.

**Textbook Project** Although we plan to continue our efforts to see that trained social workers talk with as many high school students and teachers as possible, to continue to try to keep a complete file of trained social workers in the state who can be used for recruitment efforts, and to make more spot films, develop some radio spots, distribute pamphlets, and so forth, the new emphasis for the next two years will be on what we call our "textbook" project. A member of our advisory committee who is with the State Department of Education secured for us a copy of each textbook in use in junior and senior high schools in Florida which mentions, or should mention, anything at all about social work, public welfare, social security, and so forth. A preliminary review revealed some pretty shocking concepts, out of date material, and so forth. We plan to get together a geographically compact committee of social workers who can really give some free time to an examination of these books and to the development of statements of content which they believe social studies teachers should be teaching junior and senior high school students to supplement and correct the information in the textbooks. This would also involve suggestions for bibliography and ideas for local speakers, field trips, and so forth. This material would then be given to one of the graduate schools of education at one of the state universities for development into a teaching unit. We are told that teachers welcome such supplemental material, particularly if it is in the form with which they are familiar. Our Department would then duplicate this material and plan for its distribution to the teachers. We believe that this project, while admittedly rather ambitious, will ultimately have more lasting impact than anything else.

**Summer work** Our summer work program was started in a small way in 1958, and was so successful that we are asking, in our legislative budget re-

quest, for 40 summer work students for 1959 and 45 for 1960. These are college juniors working during July and August for a nominal salary of \$200 a month.

**Diary** We have distributed copies of our *Diary* report to all the other state public welfare departments in an effort to stimulate them to undertake similar projects. The federal people have been quite interested in our project and we have had many requests for copies of our report.

**Full-time staff** We have certainly learned that, if the long range recruitment job is to be done well and consistently, it takes the attention of full-time paid staff to coordinate and utilize the voluntary efforts of agencies and NASW chapters, particularly in a state-wide effort of this kind where it is as far from Key West to Pensacola as it is from Jacksonville to New York.

#### DETROIT, MICHIGAN, MARY C. OLSEN, REPORTING:

##### United Community Services of Metropolitan Detroit School Program

The School Program, a department of United Community Services of Metropolitan Detroit, was established in July, 1948 for the purpose of explaining and interpreting the social services of the community to the public, parochial and independent schools in the tri-county area.

Recruitment for the field of social work, while not the primary objective of the School Program, is one of the chief by-products of it.

**Media** Media used to implement this Program, which have a direct bearing on recruitment, include: the development of curriculum materials and units of study for use in schools; recruitment of high school and college students for volunteer service in social agencies, especially during the summer months; workshops and institutes for school and agency personnel; career days in high schools; trips and tours for high school and college students; distribution of recruitment kits for high school counselors; educational exhibits; tape recordings and film strips depicting community services for use in schools.

**Career Exhibition** Special mention should be made of the participation of the School Program in Careers Unlimited, an annual exhibition held in Detroit, now in its sixth year. During this exhibition, which covers ten school days, the Director of the School Program has charge of presenting the field of social work to high school students throughout the area. The exhibition, which includes about 80 exhibitors, each with available counseling service, was set up in the University of Detroit Memorial Building. Between 25,000 and 35,000 high school students and several thousand college students visited this exhibition each year during the first four years it was held.

In 1958 the format for this event was changed. Through orientation by their school counselors, prior to the exhibition, students selected the chief areas of their interest and were then scheduled to visit the respective business, industry or professional organization for conferences on their first choice of a career.

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During the ten day period in 1958, 81 juniors and seniors from 17 high schools visited United Community Services to talk with School Program Director and other professional social workers. Each group of students spent one half day talking with these social workers about the field of social work. The students asked many intelligent questions; they talked freely; they wanted to learn; they gave undivided attention during the entire session. The immediate results of these conferences were most gratifying. Follow-up work is being done with all these students; intermittent contact will be maintained with each one individually. The 1959 program for Careers Unlimited will be held in May and will follow the same pattern as that of 1958.

The Director of the School Program is also Secretary of the UCS Scholarship Committee which provides scholarships to students for professional graduate education in schools of social work.

Productive Careers Unlimited, student volunteer service efforts, trips to agencies for high school and college students, career days in high schools, seem to be the most productive efforts toward recruitment. Since these activities are all a part of the School Program they will be continued and hopefully, will prove more fruitful each year.

The School Program Director is also a member of the Recruitment Committee of the Metropolitan Detroit Chapter, NASW, of which Marvin Pettit is the Chairman. A special summer placement program of college students was undertaken by this Committee during 1958.

Eleven enthusiastic university students are planning a social work career as a result of summer job placements in six Detroit social agencies. The opportunity to learn about social work by being assigned to a vital agency job was offered through the cooperation of the Recruitment Committee of the Metropolitan Detroit Chapter of NASW and the McGregor Fund.

The summer placement project was financed this year by the McGregor Fund and the United Community Services.

Plans for next year include the development of placements in more agencies which offer services to individuals.

#### PHILADELPHIA, PA., PHILIP TURNER REPORTING

Here in Philadelphia we are initiating the exciting first steps towards creating a city-wide Careers in Social Work Program.

The program is made possible under a generous grant from the Dolfinger-McMahon Foundation and is under the over-all direction of the Health and Welfare Council.

Our program received a hearty send-off at a luncheon meeting of over 200 people during the Annual Program Meeting of the Council on Social Work Education on January 21, 1959. Presiding was Grey Emmons, our Careers Committee Chairman.

<sup>4</sup>Both positive and negative attitudes of their friends were reported. Again, for this paper, our interest is mainly in the negative attitudes except as some of these were changed to positive as a result of taking part in the program, in which case they will be discussed later. Our concern for friends' attitudes related to collecting data on another reference group, but also to allow students who could not express their own negative perceptions to do so through their friends.

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cent) all men, felt their parents would *highly* disapprove of a career in this field.

#### B. Negative Qualities of Social Work

One item required that students list their objections to careers in the field of social work and another, the attitudes of the majority of their friends.<sup>4</sup> The attitudes recorded were based upon a combination of factors. These included personal knowledge of the field gained from previous contact, their own value orientations, and other sources (reference groups) from which they came to perceive the status (position within the pattern of occupational groups) assigned to social work.

Each student's *objections* to social work as a career or, for that matter, to anything else, are rooted in his personal orientations. By this is meant his value system: The things he believes in and wants for himself; those preferred alternatives of action or attitude that are important to him and form out of his personal needs and beliefs. Thus, the assumptions a student holds regarding such things as status, service and money—his value orientations—will affect his attitude toward social work. Given opportunities in more remunerative fields, to give an obvious example, a person who is money-oriented would not ordinarily turn to social work to earn his living. Conversely, one who is strongly people-oriented might sacrifice other values to work in this field. These value orientations, chiefly money-status-achievement values, unavoidably influenced the negative attitudes, or, what we have called, "negative role concepts," about social work.

#### Reasons for Recruitment Failures

Status and salary problems have been discomfortingly apparent to social work for a long time. It is now commonplace to say that social work, despite compensatory blandishments such as "challenge," "social purpose," and "diversification," does not offer as much money and prestige to prospective candidates as do many other occupations requiring equal amounts of skill and training. It has been typed, just as has teaching below the college level, fundamentally as a woman's profession. This fact, in American society at least, tends to result in low pay and prestige.

Even though more needs to be done, there have been notable successes in raising social work salaries and prestige. Nevertheless, most people engaged in recruitment must agree that both factors continue to haunt their efforts, especially where men are concerned.

Other reasons for the failure of social work to recruit sufficient numbers of *high quality* students are known, but methods to cope with them are not yet developed or perfected. These have to do with visibility properties: How much, how representatively, and according to what model characteristics is the social worker presented to the public? Despite the large numbers of persons designated in the title "social worker,"

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## RECRUITMENT FILM PROGRESSING

Several months of careful planning and deliberation by the Council's Technical Advisory Committee on the Film, under the chairmanship of Stanley P. Davies, has resulted in the selection of a film treatment or story outline for the Council's recruitment film. In preparation for its selection, the Advisory Committee reviewed outstanding American and foreign social welfare films and consulted with many film makers and experts. On the basis of this preliminary work, the Committee prepared criteria for a film, and commissioned a number of film treatments from several producers. The treatment which has been selected is considered a fine example of imaginative writing from which an effective film can be made and one which gives promise of accomplishing the objectives in recruiting men and women into the field of social work.

The writer of the story outline headed by Jack Mogulescu, a member of the Committee, who is working on a voluntary basis, have now been commissioned to develop the theme into a detailed shooting script.

Under the chairmanship of James Linen, publisher of Time, Inc., a distinguished Film Sponsoring Committee has been created. This Sponsoring Committee will promote the most effective distribution and use of the film throughout the country.

The recruitment film was made possible by a generous grant from the Estate of Marion R. Steckler.

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and the fact that social work activities reach out into almost every phase, healthy and unhealthy, of community life, the social work profession has low visibility value for college students. By this is meant there are few opportunities for contact with professional workers of the kind needed to develop a clear role concept that is both understood and appealing to college students.

Role diffusion and non-visibility bias tend to obscure and distort both professional and personal role concepts, as the findings strikingly indicate. It may be said, in fact, that what most disturbs many young people about social work is the inability to settle on a clear occupational perception. There is no single cause for this dilemma just as there is no single solution. The multifunctional characteristics of the field, the relatively few separate social work departments in colleges, and the mixed theoretical and methodological framework of which social work consists, are only a few of the contributing factors. Moreover, the assumption is probably not too remote that the self image of social workers is as diverse as that held by the public. Thus, self image data, and clarification of boundaries, must precede attempts to arrive at a public image which is acceptable to social workers and comprehensible to the general public.

### Paradoxes in Social Work Conduct

In addition to the above factors, and related to them, there are profound paradoxes in the conduct of social work affairs which need to be examined. For these contradictions, more than anything, affect the public image, and thereby, recruitment. Some of these are so clearly revealed in the negative role concepts held by the respondents in this sample they cannot escape notice. Of particular interest are those student objections to social work which seem to relate to the pernicious effects of social work's self-consciousness about its humanistic versus its professional values, and the lack of self-confidence in its professional destiny.

This lack of self-confidence has created for social work contradictory behavior in several areas. Three of these, its failure to develop a unique role, the suspicion of research, and low estimation of academic values may be discussed as paradoxes, thus:

#### Paradox 1: Egalitarianism and the Cult Worship of Psychiatry

#### Paradox 2: Professionalism without Research

#### Paradox 3: Profession-centered Selectivity

From what elements are these paradoxes formed?

The social worker's dilemma is this: Although his role has greatly changed from the days of the charity movement and the Lady Bountiful ideal, he is ambivalent and self-conscious about the humanitarian traditions of the profession. He does not wish to renounce these traditions — more than likely, he treasures them — but there is a conflictual wish to play them down because they have become the crux of negative stereotyping, and this clashes with the desired professional demeanor. The consequence of this basic cleavage between professed tradition and the animated dream of professional status is a terrific self-consciousness. This self-consciousness, more, certainly, than the ideals themselves — the sound ideals of humanistic ethics and social reform — has served to preserve, or perhaps, to nourish a set of dubious if not unfavorable public attitudes about social work. At any rate, it has unquestionably played a crucial part in the paradoxes observed between espoused objectives, on the one hand, and the contradictory course taken to reach these goals, on the other.

#### Paradox 1: Egalitarianism and the Cult Worship of Psychiatry

Many college students have trouble perceiving social work as a separate discipline. The inability to clarify its functions and state clearly its distinctive contribution was frequently noted by the sample. In a mime performance, they feel, social work competes with, tries to substitute for, yet keeps itself subordinately dependent upon psychiatry because it "has not developed its definitive function, and does not seem to have a specific body of knowledge of its own."

If, for reasons mentioned above, social work has failed to communicate accurately its distinctive theory, function and content, partial exoneration is due with reference to students' attitudes, even though the task of finding ways of overcoming misperceptions remains. It is more difficult, however, to make allowances for social work's emulative tie with psychiatry. Let it be said that in the writer's opinion social work has succeeded to a large extent in integrating psychoanalytic concepts into its own body of theoretical knowledge while managing to contribute, despite obvious barriers to operational

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distinctiveness, something that is unique and separate. But it has not been as successful in maintaining its uniqueness in everyday practice. Ambivalence in connection with accepting and developing this separate function is illustrated in the excessive reliance upon the psychiatrist (in the family agency field) and the unveiled wish to imitate "him" (in the psychiatric setting). Both of these practices reflect different aspects of the cult worship of the psychiatrist. They seem to say: "Help us not to do your job, to keep our place and do our job better" on the one side, and, "We would rather do without you," on the other.

The cult worship is thus balanced by a consuming passion for egalitarianism, a paradox which leaves social work in a state of unresolved conflict. Perhaps the price paid for energy thus spent, like all neurotic energy, is the failure to realize one's fullest potential. In social work's case, as the college public partially has diagnosed, professional realization has not kept pace with potential fulfillment because social workers are not content to strive forward with past and present pioneers in the field, into uncharted territory.

#### Paradox 2: Professionalism Without Research

Another reason why the "animated dream of professionalism" is frustrated is because social work has not found ways to incorporate its traditions while adapting itself to keep pace with advancing science. It has been uncertain about its scientific aspects while holding out, so to speak, for professionalism. This paradox can be stated thus: It wants to have the cake (professionalism), but does not like the taste of it (research). Social work's path to professionalism has been more difficult than other professions because with relatively few exceptions, practitioners have maintained suspicion of research.<sup>5</sup>

The social work practitioner, even the professionally trained worker, is basically distrustful of research. The assumption is that research is inimical to service and that it loses sight of the individual. Social work must reflect upon this unwitting paradox. This does not imply criticism of the veneration of people-service values. For social work's fundamental principles—respect for individuals, confident conviction in the dignity of man, and of wanting to raise him to his highest value and fulfillment—are unimpeachable and must be reiterated. The quarrel is not, however, with the stress on ethical ideals, but in the exclusion of other values.

It is instructive to compare the course of social work professional growth with that of other professions also arising from compassion and ethical concern with man's fate. Let us look at medicine. Today, as everyone knows, the medical practitioner enjoys very high

social status. Besides the status deriving from its singularly essential function, prestige accorded the medical profession may be attributed mainly to its bonds with pure research.

Thus, with medicine in the lead among the professions, a conversion to science has taken place. It has been observed that the distinctiveness of medicine and its rise as a profession is the importance attached to science, and that the march to professionalism of other disciplines has succeeded where it has been accompanied by an unmistakable association with research and scientific development.

If, as its own members have charged, medicine has partly renounced its compassion and strayed from its humanistic heritage, substituting materialistic values, social work has not insisted enough on other values. The point is that medicine has advanced because of its affinity with science. Social work impedes its growth because of a distrust for scientific research. Without renouncing the eminence of humanism, social work must undertake a reconciliation of this basic concern with a concern for research. It could be the price of bonafide professionalism.

#### Paradox 3: Profession-Centered Selectivity<sup>6</sup>

Associated with the placing of relatively minor importance on research is the weighting of other values which candidates to schools of social work might bring to admission interviews. To illustrate the third paradox chosen for discussion in this paper, let us start with the following incident related to the writer by a highly intelligent man student with a primary interest in research:

Investigating careers in social work, he made an appointment with the graduate school in his home state. He found the interview satisfactory with one exception—he was somewhat confused by the "constricting demands" he felt would be made upon him should he enter a school of social work. It seemed that those assets which were most valued by him—compulsive study habits, obedience to high intellectual standards, an interest in creative research—were, he felt, considered less desirable by the interviewer than another set of attributes which though also important to him, were accepted more or less casually by him as part of his personal value system. He did not object, as such, to the veneration of people oriented qualities or to the necessity of limiting selection to those individuals with potentials for emotional growth. Nor did he feel that any disrespect was implied concerning the characteristics he had come to honor in himself and others. What

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<sup>5</sup>A notable development in this connection is the invigoration of research interest in the doctoral programs of a number of schools of social work.

<sup>6</sup>In most culture groups the preservation of norms is a more or less consciously expressed premise. Likewise, it is in the nature of groups, occupational, professional or any other kind, that processes are continually in motion to limit membership to those who can preserve the value norms of the group. In the term "profession-centered selectivity" we are suggesting that social work on the conscious level acts like a profession seeking to expand its professional status and horizons, admitting those who can carry out its functions. But less consciously it may be operating more like a sub-culture, restricting admission to people not expressing a set of characteristics that are narrowly defined. This, the paradox of profession-centered closure, tends to keep out individuals, the "research personality" type, for example, and others who can make valuable contributions to social work's consciously expressed desire for professional growth.



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bothered this student most, he insisted, was the inference conveyed by the interviewer that *achievement* values and *people* oriented qualities could not naturally co-exist, that the prominence of the former set of values *prima facie* cast doubts on the latter.

This admissions experience raises an important question: What qualities are best suited to the field of social work? Social work education must select what Towle has called:

"...socially educable students, those who can become motivated to work for the common good rather than be driven largely to strive for self-maximization..."<sup>7</sup>

Because social work is an *applied* science, social work education has the task of concerning itself with emotional factors in the student, his potential for growth, his personal qualities and reactions to people he will encounter in practice situations. The pre-eminence of a student's performance in the field work placement is an example of the disproportionate value given to personal aspects vis-a-vis academic aspects in the training of social workers.

We do not mean to quarrel with the necessity of choosing students with a capacity for "growth," or of preferring certain qualities over others because they are basic to the requirements and demands of practice. However, social work can no longer stop there. The maturation of professional goals has intensified the need for more high calibre personnel. Besides, expanding frontiers and functions demands not only more workers but different kinds of workers. Social work must, to quote Towle again, ask itself: "Have its values gone awry?...have educators unconsciously valued highly, characteristics and qualities akin to their own?"<sup>8</sup> It must determine, for example, whether it has unwittingly minimized academic-intellectual-achievement values, and misjudged the relationship between these and people oriented values.

One need only skim the available recruitment literature distributed among college publics to realize the inordinate stress that is placed on humanitarian qualities, and the imperceptible attention accorded academic values. Many recruitment brochures, moreover, are addressed to a low calibre audience judging from the language, style and format. Recruitment speeches given before college audiences frequently advertise that "high grades are not as important as your interest in working with people." In fact, the majority of schools of social work specify no grade requirement. It would seem that social work has come to the conclusion that high intellectual ability and people oriented values do not go together, and if so, the student experience illustrated above probably is more representative than we should care to admit.

Results of a recent study by Taietz, Ellenbogen and Ramsey suggest that it may be incorrect to conclude that the two sets of values in question cannot go together. They found that: "...more students with people-oriented values have high academic achievement than

students from (creativity-oriented and money-status-oriented) groups."<sup>9</sup> Perhaps because these values do go together in many people, social work has managed to attract many high calibre students. It cannot be said, generally speaking, to have made a respectable effort to do so. This behavior we have termed the paradox of profession-centered selectivity because, despite social work's personnel needs, many schools of social work have acted in such a way as to hurt recruitment efforts. By not recognizing the importance to most good college students of their achievement values, and by unconsciously excluding some students whose prominent characteristics were not similar to their own, they have kept away high calibre students who are potential recruits. The latter respectfully keep the distance, fearing that their achievement needs will not find a place in social work.

There probably is something to the often made observation that it takes a different type of personality to administer, practice, do research, and evolve theory. Social work needs all four types. The ironical contradiction of social work admission and recruitment policies is that they selectively restrict candidates to a narrow range. Social work asks one type of person to do all four jobs. It would be healthy, therefore, for social work to reappraise its admission requirements, and to reconsider the public image it presents in recruitment work, including a fresh look at desired qualities, and the weighting given to various personality attributes needed to carry out its many tasks for the present and the future.

#### C. The Value of Participation Experiences

This paper has indicated that social work needs to intensify efforts to establish attitudes of respectability (prestige) and clear perceptions of role function (comprehension) among its many publics, but especially with the college public which is the immediate source of supply of workers to the field. Efforts to foster in the student public consideration of the value of social work careers have not been able to keep pace with demands. Unfavorable attitudes have had a lot to do with this.

Besides the profession's own contribution (the paradoxes discussed above), negative stereotype, low visibility, and role-diffusion are factors which make for unfavorable public attitudes and thus impede recruitment work.

In the larger study it was demonstrated that benefits accrue to social work recruitment from case aide programs, largely through the process of "identification with personal and profession role models." This smaller study shows that marked attitude changes also result from the intimate, direct contact with social workers and social work activities that students had in the Case Aide Program: Inaccurate, though deeply ingrained stereotypic beliefs, underwent clarification, social work emerged from obscurity, the social worker was rendered visible, performance roles materialized, and, in most cases, more favorable and definitive impressions were formed. We submit that participation experiences should be carefully considered as a method to be noted for recruiting and effecting attitude changes.

<sup>7</sup>Charlotte Towle, *The Learner in Education for the Profession*, (Chicago: The University of Chicago Press, 1954) 175.

<sup>8</sup>C. Towle, op. cit., 198.

<sup>9</sup>Op. cit., Taietz, et al.

## STUDENT TRAINEE PROGRAM IN THE OREGON STATE PUBLIC WELFARE COMMISSION

by Elizabeth Goddard  
Supervisor of Staff Development  
Oregon State Public Welfare Commission

*EDITOR'S NOTE Summer work experiences have proved to be one of the most effective recruiting devices developed. It is being used extensively in a number of regions. (See elsewhere in this issue a list of such communities.)*

*The experience in Oregon is noteworthy, in that it provides in capsule form the objectives, organization and benefits of such a program. Particular attention is called to the specific job assignments given to the student workers.*

Most college students hope to find summer jobs which will give them some experience in their major field as well as to earn money to help pay for their education. On the other hand, public departments are searching for top college graduates to recruit for state jobs. The Oregon State Civil Service Commission has developed a student trainee program in order to interest young people in state employment early enough in their college years before they have made decisions on their careers. In the summer of 1958 over 200 students applied for the 30 trainee jobs in 13 different state agencies.

The State Public Welfare Commission, looking for good applicants for beginning casework positions, saw this program as an excellent recruitment device. For two summers, 1957 and 1958, the agency has experimented with the program and as a result salaries for ten student trainee positions for three months each summer have been placed in the agency budget request to the State legislature.

Student trainees are employed for two summers for three months each after their sophomore and junior years or after their junior and senior years. Subsequently the trainees, if satisfactory after six months employment in this agency, are eligible for promotion to beginning casework positions or may apply for one of the nine agency educational leave grants to graduate schools of social work competing with other agency employees.

The purposes of the program as the agency sees it are:

1. To recruit from the colleges prospective public welfare staff who are interested in the social work field but who wish an opportunity to work as trainees in a public welfare agency in order to acquaint themselves with an agency as orientation to the field.
2. To observe these college students in trainee positions in order to determine if they have an aptitude towards social work and are good material for agency employment.

As a demonstration project in the summer of 1957, four college juniors, two men and two girls, were employed and in 1958 the number was increased to ten, including three of the original four returning for their second three months. The fourth, by passing the Civil Service examination for beginning caseworker, became a regular staff member after college graduation as there were no trainee positions in the county where it was

necessary for her to work. She married while in college but wanted to continue with her social work career in the town where her husband was finishing his graduate work. The ten 1958 trainees (three seniors, six juniors and one sophomore) proved to be satisfactory to the agency with five evaluated by supervisors as outstanding, two as very good and three with good ratings. Of the three completing their second summer in 1958, one went on to graduate school with a mental health scholarship where he is making an excellent record, two became beginning caseworkers with the agency with hopes of graduate school in the future. One of these beginning caseworkers subsequently has resigned to accept a special teaching position with the mentally retarded in the public schools. He had completed his college work in the teaching field but had become so intrigued with social work after his summer experience he was ready for whatever offered the best opportunity. He is still interested in going on to graduate school and we would not be surprised to see him turn to school social work.

Five of the seven new trainees in 1958 have definitely indicated their wish to return for their second period in the summer of 1959. One plans to attend summer school in order to secure her BA degree in 3-1/2 years and then apply for a casework job in the county where she and her new husband will live, the other is still undecided about her future. The sophomore changed from a college of education to a university where he could enter the undergraduate preprofessional curriculum in social work.

The selection process was highly competitive. Each applicant was required to take a written Civil Service examination and those passing came before an oral board consisting of representatives of several agencies and Civil Service. Transcripts of college work and references were requested. Those passing both tests were placed on lists according to their major field of study or interest and in rank order of their examination score. Of the 200 applications in 1958, 111 passed with 65 students designating preference to social work.

According to the usual Civil Service procedure, three persons for each vacant position or 21 students at the top of the register were referred to this agency from which we chose seven. In our selection process we have tried the New York School interviewing plan, each applicant being interviewed by three different persons who recorded the interview immediately following. A small committee from these interviewers reviewed all material received on each applicant and made the final selection.

Civil Service Commission sets up a salary of \$280 per month for the sophomore, \$295 for the junior and \$326 for the senior, the latter being the same salary as the caseworker. There is no further examination necessary to be promoted from trainee to caseworker but the trainee would receive a one step increase in salary at time of promotion.

A trainee is not assigned a case load, but acts more as a case aide with a variety of assignments in order to learn about social work and the agency services. Placements have been in both county and State offices. County placements have proved the more satisfactory because the trainee is closer to the work with the client which is his greatest interest at this time. Even in State placements the trainee spends at least one week during the

(Continued on page 23)

## WELCOME AND CONGRATULATIONS TO NEW RECRUITMENT PROGRAMS!

The number of cities with organized community-wide recruitment programs is rapidly increasing. This is evidence of the conviction that recruitment needs to be a well-organized sustained operating program with qualified staff and sufficient funds to carry it out.

We welcome most heartily the following individuals who have recently assumed full-time professional positions as Directors of Recruitment Programs:

MARGARET DAVIS, Cincinnati, Ohio

MAXINE E. MILLER, Chicago, Illinois

KATRINE NICKEL, Pittsburgh, Pennsylvania

OSCAR ROSENFELD, Staff Associate, Social Work Recruiting Committee of Greater New York

PHILIP L. TURNER, Philadelphia, Pennsylvania.

(Continued from page 22)

first three months in a county office. We try to offer within the six months, depending on the maturity of the trainee, several types of experience:

1. Working with a caseworker or supervisor such as preparing reports, accompanying a caseworker in his visits to clients or interviewing a client on a specific and routine matter, sitting in on conferences on case situations with other agencies.
2. Participating with staff on a study project which will be helpful to the agency.
3. Reading and discussing social work concepts and agency program.
4. Attending staff and board meetings, psychiatric consultation sessions with staff and social work conferences and visiting other community agencies.

We believe the results in this short time have surpassed even our wildest hopes.

The success so far we attribute to several factors in our program including:

1. Both Civil Service and this agency have started a recruitment program in a large number of applicants from which to select.
2. Considerable amount of staff time has been spent on the selection process in order to choose the best of the group.
3. The supervision given the trainees in their placement in most instances has been of good quality. We require the supervisor to have at least one year of graduate training with experience and to hold to a minimum of two weekly one-hour conferences.
4. A job description for each placement was prepared by the county office and approved by the state office.
5. The jobs selected gave the trainees an opportunity to see at first hand the services provided by the agency, the importance of the casework rela-

tionship and the skills and knowledge needed by staff, and the function and organization of both state and county departments.

6. The reports required helped trainees to analyze what they had learned and their reactions to entering social work; the supervisors' evaluations aided the agency in deciding on promotion to caseworker positions.
7. A two-day orientation period followed by a group session later in the summer in the state office offered the trainees an opportunity to share experience.
8. Trainees were given educational leave to return to college and communication continued all year through letters, news bulletins and conferences.
9. The trainees act as recruiters for other trainees and for regular staff in their colleges since they can speak from experience.

A few examples of job assignments will illustrate the above:

1. Assisted the state office in pricing of foods to determine validity of present cost standards (trainee was home economics major).
2. Study of characteristics of 82 Aid to Dependent Children cases active in one county during one year by reading records.
3. Prepared bibliographies and selected pertinent materials from agency library to fill county staff requests.
4. Accompanied a caseworker in visiting a foster home, took children in a foster home to the clinic.
5. Prepared case summaries, budget, and medical forms.
6. Tabulated reasons for termination of applications at intake which was used as a basis for evaluation of the agency policies by county and state staff.
7. Interviewing selected clients for specific reasons and making a visit on intercity inquiries.



## FILMS FOR RECRUITMENT OF SOCIAL WORKERS

The following list, compiled by Martha Winn, Associate Director, Television-Radio-Film Department, United Community Funds and Councils of America, consists of films which, judging by job-portrayal of social worker in film, (interesting, possibly somewhat glamorized) and by type of person playing the worker's role, (young, attractive, sympathetic) might do an effective job of recruiting among senior high school or freshman college students.

**EDUCATIONAL FILM GUIDE...** and its supplements, published by the H. W. Wilson Company, 950 University Avenue, New York 52. This is the most complete source of information on films available. The **FILM GUIDE** lists films by titles and subjects, and under a classified subject heading, gives a brief description of each film and its source. This reference book ought to be your starting point whenever you are trying to track down a film. Your public library should have it. Otherwise you may find it useful to purchase it, since it is inexpensive.

**PUBLIC LIBRARIES...** More and more public libraries offer a film library service; if they do not supply films, they will often know how and where to get them. This is especially true now that the **LIBRARY OF CONGRESS** offers catalog cards for every educational 16 mm. film to libraries.

**GUIDE TO THE FILM SERVICES OF NATIONAL ASSOCIATIONS...** published by former Film Council of America, but probably in your public library. Do not forget that Girl Scouts, Boys Clubs, American Red Cross and other national organizations that may be members of your United Fund or Community Chest, produce many excellent films that you can use to advantage. This book does not catalog films, but does give names and addresses and indicates film activity.

**BOY IN THE DOORWAY.** 20 mins. color. Produced by a Cleveland Jewish children's institution, Bellefaire. On the order of **DEEP WELL**. Available from Bellefaire, 22001 Fairmount Blvd., Cleveland 18, Ohio. Rental: \$10.00 plus mailing cost. Order a month to six weeks in advance.

**THE DEEP WELL.** 36 mins. black and white. Tells the story of a disturbed boy and girl from a broken home, with a lonely and equally disturbed mother. Shows various children's services within a family agency, foster home care, institutional care, casework. Rent from Child Welfare League of America, 345 East 46th Street, New York 17, N. Y. Rental: \$10.00.

**DINO.** c.48 mins. black and white. Kinescope of old **STUDIO ONE** TV program (NOT to be confused with subsequent Hollywood movie based on this story). The psychiatric caseworker works within the framework of a community center, but there is also a fatherly young probation officer who might interest boys. Available for non-TV showing from CBS-TV, 485 Madison Avenue, New York 22, N. Y. No charge.

**THE PROUD YEARS.** 27 mins. black and white. Produced by Charles Pfizer Company from a much longer

film for professional audiences. Most of the helpful adults are medical personnel — nurses, physical and occupational therapists, doctors and one social worker of comfortable "middle-age" type. Rent from Yeshiva University Film Library, 526 West 187th Street, New York 33, N. Y. Rental: \$7.00.

**A BABY NAMED "X."** c.48 mins. black and white. Armstrong Circle Theatre Kinescope based on experience of Spence-Chapin Adoption Service. Available from Armstrong Cork Co., Lancaster, Pa. On loan.

**FRIGHTENED CHILD.** 19 mins. black and white. Produced by Los Angeles Community Chest to illustrate need for, and workings of, foster home placement for an 11 year old girl. Rent from Los Angeles Community Chest, 720 South Figueroa Street, Los Angeles, California.

**RUNAWAY.** 5 mins. black and white. Produced by Los Angeles Community Chest, based on services of Travelers Aid. Rent from above. Also try local National Travelers Aid Association.

**THE SCHOOL SOCIAL WORKER.** 25 mins. black and white. Produced by students of USC cinematography classes, so somewhat "amateurish" in spots. Shows social worker in action with teachers and parents in helping children resolve social problems that interfere with school adjustment. Rent from Audio-Visual Services, University of Southern California, University Park, Los Angeles 7, California. Rental: \$2.00.

**THE QUIET ONE.** 67 mins. black and white. This is the famous feature film made about a disturbed Harlem child who is sent to Wiltwyk School. It was a commercially successful film. Available from Yeshiva Film Library, 526 West 187th Street, New York 33, N. Y. Rental: \$22.00.

**ASSIGNMENT CHILDREN.** 20 mins. black and white. Produced for UNICEF with Danny Kaye. Shows how UNICEF works in various parts of the world to prevent disease. Available from Association Films, Broad at Elm Avenue, Ridgefield, N. J. Rental: \$5.00.

**A FRIEND AT THE DOOR.** 20 mins. black and white. About a social worker and what help she gives a family. Produced by National Film Board of Canada, but for rent from Association Film Libraries, in Ridgefield, N. J., San Francisco, Cal., or Dallas, Texas.

**FROM "FOREIGNER" TO CITIZEN.** 21 mins. black and white. Produced by St. Louis International Institute, with nice feeling for its subject. Write: International Institute, 4484 West Pine Blvd., St. Louis 8, Mo. Rental: \$5.00 plus mailing cost.

**ROOM 310.** c.48 mins. Kinescope of Armstrong Circle Theatre. Story of a psychiatric caseworker. Available from Armstrong Cork Co., Lancaster, Pa. on loan.

**THE SOCIAL WORKER.** 28 mins. black and white. Shows how and why a girl decides to be a social worker. Made in 1952 for U. S. Army for civilian use in occupied areas. For sale only from United World Films, 1445 Park Avenue, New York, N. Y., for \$53.79.



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